

Guidelines for Performance-Based Teacher Evaluation



1999
Missouri Department of Elementary
and Secondary Education



Foreword

As the Department of Elementary and Secondary Education, as individual school districts and as classroom teachers, Missouri educators are committed to excellence. The commitment requires that effective instruction and learning opportunities be provided for each of our students.

If our students are to perform well, it is paramount that our teachers perform well. We must share a clear vision of what excellence in performance is so that we can align our efforts toward achieving it - efforts which include more than evaluation, efforts which include improvement of instruction through professional development.

The work on this document began three years ago and is the culmination of the effort of a state-wide Performance-Based Teacher Evaluation committee. The committee received input from various organizations and individuals, focus groups, and a pilot study with over 35 schools participating. While the starting point is evaluation, the intent of the document is to help all of us move beyond concerns about competency and to focus on the more desirable goal of continual improvement and professional development so that we can ensure the academic success of each child who enters our schools today, tomorrow, and into the 21st century.

We thank those who worked so hard to see this work to completion. We are hopeful that the work produced will prove practical, allowing districts to adapt its content in full or in part as they go about their responsibilities for staff evaluation and growth.

Robert E. Bartman
Commissioner of Education

Acknowledgements

Missouri first passed legislation in 1983, which required districts to implement a performance-based teacher evaluation process. At that time, guidelines and procedures were developed. Those guidelines and procedures needed to be updated to meet the new requirements and expectations of today's educators. In February, 1997, a state-wide committee made up of teachers, principals, superintendents, university personnel, state department personnel, and state legislators had their first meeting. Many meetings later, after hours of deliberation, the following document was produced.

The Department of Elementary and Secondary Education gratefully acknowledges the work of the Performance-Based Teacher Evaluation Committee members as follows:

Mr. David Adams, Assistant Director
Department of Elementary and Secondary Education

Mr. Doug Allen, Technology Coordinator
Independence School District

Mr. Kirk Arnold, Supervisor
Department of Elementary and Secondary Education

Dr. Deb Ayres, Assistant Superintendent
Kirkwood School District

Ms. Natalie Beard, Assistant to Vice President
Harris Stowe College

Mr. Charles Brooks, Teacher
Blue Springs School District

Ms. Peggy Cochran, Executive Director
MO National Education Association

Mr. Clarence Cole, Principal
Juvenile Justice Center, Kansas City

Mr. Dwayne Cossey, Superintendent
Department of Elementary and Secondary Education

Ms. Jill Couch, Teacher
Bronaugh School District

Dr. Ron Crain, Assistant Executive Director
MO State Teachers Association

Dr. Celeste Ferguson, Assistant Commissioner
Department of Elementary and Secondary Education

Ms. Becky Gallagher
Henry Co. R-1 School District

Ms. Luana Gifford, President
MO Federation of Teachers & School-Related
Personnel

Dr. Jerry Giger, Principal
Rolla School District

Mr. Bobby Gines, Assistant Superintendent
Riverview Gardens School District

Mr. John Glore, Executive Director
MO Association of Secondary School Principals

Ms. Janet Goeller, Director
Department of Elementary and Secondary Education

Dr. Joseph Guilino, Director
Central Methodist College

Ms. Cindy Heider, Director Instruction Prof. Dev.
MO National Education Association

Dr. Rick Hutcherson, Coordinator
Department of Elementary and Secondary Education

Mr. Greg Jung, Teacher
Ritenour School District

Ms. Ellen Kauffman, Teacher
Mountain View-Birch Tree School District

Honorable Pat Kelley
MO House of Representatives

Dr. Jim Kern, Professor
Lincoln University

Dr. Kathleen Keusenkothen, Asst. Superintendent
Mehlville School District

Mr. Harry Kujath, Coordinator
Department of Elementary and Secondary Education

Dr. Mike Lucas, Director
Department of Elementary and Secondary Education

Ms. Teresa Lupton, President
MO Congress of Parents and Teachers

Ms. Yvonne McCarty
Columbia, MO

Ms. Elaine McConahay, Teacher
Francis Howell School District

Dr. Carol Migneron, Principal
Nipher Middle School

Dr. Doug Miller
Department of Elementary and Secondary Education

Mr. John Miller, Director
Department of Elementary and Secondary Education

Dr. Pat Miller, Division of Professional Development
Truman State University

Ms. Anina Morse, Vice President & Director
Department of Extension

Ms. Kae Parker, School Board Director
Canton School District

Ms. Faye Peters, Associate Executive Director
MO Association of Elementary Principals

Dr. Jim Ritter, Associate Executive Director
MO School Board Association

Ms. Cathi Rust, Director of Education
MO State Teachers Association

Mr. David Sasser, Principal
Belton School District

Dr. Gary Schroer, Assistant Director
Department of Elementary and Secondary Education

Ms. Julia Sharpe, Director, Elementary Education
Jefferson City Public Schools

Honorable Stephen Stoll
MO House of Representatives

Mr. Tim Taylor, Principal
Mountain Grove School District

Ms. Linda Thies, Teacher
Ladue School District

Dr. Turner Tyson, Assistant Superintendent
Jefferson City School District

Dr. Carter Ward, Executive Director
Missouri School Boards Association

Mr. David Waters, Principal
Farmington School District

Mr. Larry Wheelles, Education Consultant
Department of Elementary and Secondary Education

Dr. Robert Bell, Committee Chairman
Department of Elementary and Secondary Education

Dr. Chris Belcher, Consultant
Central Missouri State University

Document Graphics and Design
Kyle Bryant, Student
Central Missouri State University



Table of Contents

<u>Topic</u>	<u>Page</u>
Statutory Authority for Performance-Based Evaluation	1
Executive Summary	1
Philosophy	2
Guiding Principles	2
Teacher Evaluation and Professional Development	4
Performance-Based Teacher Evaluation (Chart)	5
Professional Development/Teacher Evaluation Cycles	6
Non-Tenured Teacher	6
Tenured Teacher	8
Professional Development Plan Options	8
Evaluation Timeline	12
Data Collection Forms	13
Professional Plans	13
Professional Development Plan	13
Professional Improvement Plan	14
Evaluation Report	14
Standards and Criteria for Performance-Based Teacher Evaluation	15
Teacher Evaluation Criteria with Descriptors	17
Glossary	25
References	26
Appendix A:	
Lesson Plan Review	30
Professional Observation Record	32
Supplemental Professional Observation Record (Short Form)	36
Lesson Reflection Sheet	37
Appendix B:	
Comprehensive Data Collection Form	39
Appendix C:	
Self-Evaluation Form	46
Professional Development Plan	48
Professional Improvement Plan	51
Appendix D:	
Option 1: Evaluation Report (3 point rating scale)	53
Option 2: Evaluation Report (4 point rating scale with scoring guide)	56

Statutory Authority for Performance-Based Evaluation

Following is the text of the statute that requires Missouri school districts to implement a performance-based teacher evaluation program. Adopted by the Missouri Legislature in 1983, the law also requires the Missouri Department of Elementary and Secondary Education to “provide suggested procedures for such an evaluation.” The first document providing suggested procedures and evaluation was made available to school districts in 1984. This document serves to revise the original document to better fulfill the intent of the existing statute.

Section 168.128. Teacher records, how maintained-evaluations, how performed and maintained. -The board of education of each school district shall maintain records showing periods of service, dates of appointment, and other necessary information for the enforcement of section 168.102 to 168.130. In addition, the board of education of each school district shall cause a comprehensive performance-based evaluation for each teacher employed by the district. Such evaluation shall be ongoing and of sufficient specificity and frequency to provide for demonstrated standards of competency and academic ability. All evaluations shall be maintained in the teacher’s personnel file at the office of the board of education. A copy of each evaluation shall be provided to the teacher and appropriate administrator. The State Department of Elementary and Secondary Education shall provide suggested procedures for such an evaluation.

(L. 1969 p.275§168.114, A.L. 1983 H.B. 38 & 783)

Executive Summary

This manual contains the philosophy and procedures of the Department of Elementary and Secondary Education’s Performance-Based Teacher Evaluation Model. This evaluation model has been constructed after considering recent research (Danielson, 1996; Glattorn, 1997; Peterson, 1995; & Manatt, 1994; MoSTEP Standards, 1999) and best practice. The model represents the work of a state advisory committee to link Performance-Based Teacher Evaluation with the Missouri Show-Me Standards (1994) state assessments, individual professional development, teacher education standards, and ultimately, student success.

The committee considered the direct testimony of experts, discussing concepts and formulating ideas to develop an evaluation model that respects the roles and responsibilities of both teacher and administrator. It was important to develop a model that could be used to effectively evaluate teacher performance while encouraging professional growth. Developmental and reflective practice needs have been integrated into the model.

The new evaluation system is characterized by

- ◆ Both evaluative and professional development processes
- ◆ Self-directed professional development for teachers
- ◆ Clear criteria and standards, supporting the Show-Me Standards, student performance and assessment
- ◆ Clear procedures for the evaluation of performance
- ◆ An emphasis on training for both teachers and administrators; and
- ◆ A collaborative process which is necessary for the development of a learning community.

These characteristics create a linked system, which permits reliable and valid judgments to be made regarding teacher performance.

Philosophy

A performance-based teacher evaluation system is critical to improving teaching, thus improving student knowledge and performance. Performance-based teacher evaluation is intended to assist administrators and teachers in creating a learning environment in which students acquire and apply knowledge and skills.

A performance-based teacher evaluation system supplies information and feedback regarding effective practice, offers a pathway for individual professional growth, allows a mechanism to nurture professional growth toward common goals and supports a learning community in which people are encouraged to improve and share insights in the profession.

Guiding Principles

This model does not establish procedural rights for the evaluation process. Each district must establish procedural rights based on local school district policy and school law. Beyond procedural rights, the following guiding principles are offered to districts as they begin developing their own performance-based evaluation instrument.

- ◆ The responsibility for staff evaluation and professional growth resides at the local school district level. This manual should be used as a starting point in the development of a district's evaluation system. The system should be developed collaboratively by teachers and administrators.
- ◆ The Performance-Based Teacher Evaluation model should have processes that address teacher evaluation and professional development. The teacher evaluation phase serves organizational decision-making purposes while the professional development phase supports the teacher in improving performance on an ongoing basis.
- ◆ Adequate time and opportunity should be provided for teachers to grow professionally by participating in activities such as mentoring, peer coaching, working on professional teams, etc.
- ◆ Criteria should address both student and teacher behaviors. The central focus in developing an evaluation system is to promote student success.
- ◆ The process of teacher evaluation and professional growth should allow for teacher reflection, teacher collaboration, and staff contribution to the learning community.
- ◆ A strong mentoring program, with proper funding and training, is essential for providing the necessary support and feedback for first- and second-year teachers.
- ◆ Reliable evaluators are essential to the evaluation process. Evaluators should be trained in the skills of analyzing effective teaching, providing reflective conferencing, managing documentation, and providing leadership for teacher professional development.

- ◆ The system should provide for a connection between the evaluation criteria, student performance, school building goals, and district comprehensive school improvement plans.
- ◆ Sufficient orientation should be provided to acquaint teachers with the district's evaluation and professional growth process and the specific criteria to be documented. Both district-wide and building-level meetings should be held to properly acquaint teachers with the evaluation model.
- ◆ A post-observation conference should be conducted within a reasonable period of time following a classroom observation. Data observed by the administrator/supervisor as well as other data that is provided by the teacher should be shared at conference time. The conference should include a discussion of the alignment between the classroom activities and the Missouri Show-Me Standards or curriculum guides
- ◆ All teachers should have a Professional Development Plan (PDP) or a Professional Improvement Plan (PIP). The Professional Development Plan will vary based on the classification of the teacher. Non-tenured teachers in their first two years of teaching should develop a Professional Development Portfolio that documents all evaluation criteria. Professional Development Plans for non-tenured teachers in years 3-5 may provide enrichment opportunities beyond the portfolio. Tenured teachers will develop Professional Development Plans that allow for growth/enrichment related to specific criteria, building goals and the comprehensive school improvement plan.
- ◆ As teachers develop their PDPs they should pay close attention to the requirements for PCI, PCII and CPC certification.
- ◆ The local Professional Development Committee should serve as a resource to provide teachers professional opportunities related to their individual Professional Development Plans.
- ◆ Professional Improvement Plans should be developed to assist teachers not meeting district expectations.
- ◆ The administrator/supervisor is responsible for the management of the teacher evaluation and professional development phases of the PBTE. However, the process of data collection is a collaborative venture. The teacher and administrator/supervisor collect and discuss the data during conferences.
- ◆ The use of multiple trained evaluators may be appropriate and beneficial in some districts.

Teacher Evaluation and Professional Development

Performance-Based Teacher Evaluation consists of a teacher evaluation phase and a professional development phase. Teacher evaluations serve organizational decision-making purposes. Decisions about tenure are based on such evaluations. Teacher evaluation of beginning teachers serves as a means of ensuring that they have or are developing essential teaching skills. Teacher evaluations also serve to reassure school boards that the quality of the teaching force is maintained. Non-tenured teachers are formally evaluated on an annual basis. Tenured teachers are evaluated on a five-year cycle, however, the administrator/supervisor may formally evaluate a tenured teacher as often as is deemed necessary. All teachers should receive frequent “drop-in” observations each year.

The professional development phase provides feedback or information that encourages teachers’ professional growth. Restructuring initiatives and higher standards for student success will continue to press teachers to try new approaches in the classroom. The school districts’ implementation of the Missouri Show-Me Standards may mean that many teachers will have to redesign the way they teach. If teachers and schools are to improve the quality of instructional programs, then an evaluation system designed to encourage teacher growth is essential.

The following definitions are provided:

Professional Development – a system designed to help teachers improve on an ongoing basis.

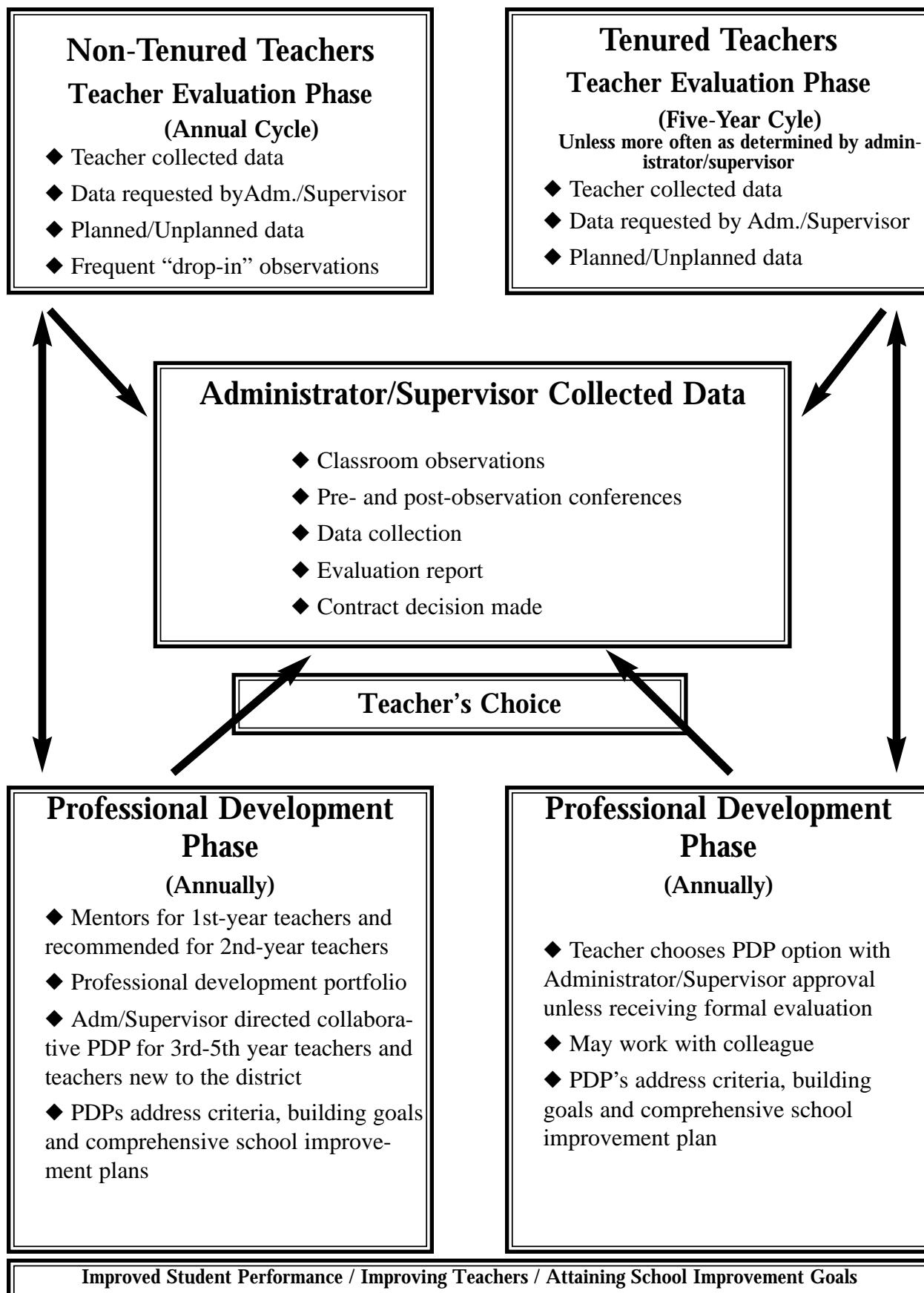
Teacher Evaluation – a system of feedback for teachers that is designed to measure their teaching competence.

The evaluation and the professional development of a non-tenured teacher is different from the evaluation and professional development of a tenured teacher because the developmental levels are different. Accountability and judging readiness for tenure are important purposes of evaluation for non-tenured teachers.

The evaluation of tenured teachers who are experiencing difficulties will be different than that of tenured teachers who have proven themselves to be competent. Therefore, it is impossible to develop one method of evaluation that addresses all purposes.

Professional development may differ among teachers. Tenured teachers meeting district expectations will be given more choice and individual responsibility in developing their PDPs within the parameters of the building and district goals. Non-tenured teachers will develop plans based on their developmental level and interaction with the administrator/supervisor.

Performance-Based Teacher Evaluation



Professional Development/ Teacher Evaluation Cycles

Non-Tenured Teacher Professional Development/ Evaluation Cycle

Professional Development Phase

The professional development phase involves teachers working with one another in confidential and collegial professional relationships. Professional interaction allows teachers the opportunity to reflect on practices that relate to student success. During the professional development phase, teachers are able to engage in supportive dialogue and growth outside of the evaluation phase.

A mentor is to be provided for first-year teachers. A mentor should also be provided for teachers in their second year. The mentor should assist the teacher in developing her/his evaluation portfolio and should observe and be observed by the 1st/2nd-year teacher. Time for planning and interacting should be provided for both the mentor and 1st/2nd-year teacher. Districts should provide adequate training for mentors in order for this phase to be effective.

The mentor should observe the 1st/2nd-year teacher teaching a lesson and provide for reflective feedback prior to the 1st/2nd-year teacher being observed by the administrator/supervisor. Legally, the mentor shall never take part in any formal evaluative activities of the non-tenured teacher.

A non-tenured teacher in years 3-5 may not have a mentor but should receive direction by the administrator/supervisor or his/her designee in developing a Professional Development Plan (PDP). The PDP will have a developmental or enrichment focus. The type of PDP will be determined by the administrator/supervisor based on data. The administrator/supervisor may recommend the non-tenured teacher to a peer coaching team, may suggest working with a tenured teacher, or may allow the teacher to work with a tenured teacher plan option (see tenured teachers options on page 9). Flexibility and collaboration are vital to this aspect of the model.

Evaluation Phase

Data Collection

The evaluation phase involves data collection that documents teaching competence (see criteria with descriptors, page 17). Performance data collection is a collaborative process involving both the teacher and the administrator/supervisor. The administrator/supervisor will purposefully collect data from sources such as classroom observations, conferences, videotapes or could obtain unplanned data. The teacher is responsible to develop a portfolio that documents performance on each of the criteria. Additional artifact data may be requested by the administrator/supervisor. The data collected is reviewed and recorded on the Comprehensive Data Collection Form (see Appendix B).

Observed data are those witnessed by the administrator/supervisor, non-observed data are those shared with the administrator/supervisor, and unplanned data are unsolicited data received by the administrator/supervisor. These data may be classified as observed, non-observed, or artifacts (documents created by the teacher related to practice or examples of student work).

The administrator/supervisor will review all data and determine significance in documenting specific criteria. If the data are deemed significant, the administrator/supervisor will document the data on the Comprehensive Data Collection Form and place the form in the teacher's working file. All data included in the teacher's working file should be discussed with

the teacher and initialed by both parties prior to being placed in the file.

Observations

During each of the first three years of the evaluation cycle, non-tenured teachers will have a minimum of one scheduled and two unscheduled observations. During the remaining non-tenured years, a minimum of one scheduled and one unscheduled observation will be conducted annually. Previous to the scheduled observation, a pre-observation conference should be scheduled. Each observation should be followed by a collaborative conference between the teacher and the administrator/supervisor. Appendix A provides a variety of forms that may be used by the administrator/supervisor for such conferences. Review of the teacher's professional portfolio may also be included in the post-observation conference. All data reviewed should be recorded on the Comprehensive Data Collection Form (Appendix B) and initialed by the teacher and administrator/supervisor. In addition to the normal classroom observations, frequent "drop-in" observations by the administrator/supervisor are recommended.

If the non-tenured teacher is not meeting expectations on the performance criteria, a Professional Improvement Plan (PIP) should be implemented as appropriate (Appendix C). The PIP should be in response to an observed deficiency or in response to an artifact document or other information that indicates concern regarding a specific criterion. The PIP should be discussed and presented to the teacher within a set period of time as established by district policy. The mentor may also assist the non-tenured teacher in the remediation of deficiencies as listed in a PIP, but the mentor's involvement shall not become part of the formal evaluation process.

While the Professional Improvement Plan should represent consensus between the teacher and the administrator/supervisor, in cases in which disagreement arises, the decision of the administrator/supervisor is final.

Evaluation Report

The Evaluation Report consists of administrative review and assessment of all aspects of teaching performance, as identified on the PBTE Standards and Criteria (page 15). The annual evaluation review for the non-tenured teacher consists of an Evaluation Report and the Evaluation Conference. The Evaluation Report will be used to formally summarize the administrator's/supervisor's assessment of the teacher's performance, based on the data collected. The report will require the administrator/supervisor to recommend the teacher for renewal or non-renewal of employment. The teacher and administrator/supervisor will conference, discuss, and sign the Evaluation Report by the appropriate date.

Tenured Teacher Professional Development/ Evaluation Cycle

Professional Development Phase

The professional development phase for the tenured teacher is facilitated by the administrator/supervisor. The teacher, working collaboratively with colleagues and with the approval of his or her administrator/supervisor, is responsible for the development and completion of the plan. Tenured teachers who have met all performance expectations should have the opportunity to select from Professional Development Plan options during non-evaluative years. As part of the process, each teacher will conduct a self-assessment, select (together with the administrator/supervisor) suitable goals for focus, and then develop and implement a Professional Development Plan. This should occur on an annual basis; however, Professional Development Plans may be of multi-year design and may involve collaboration with colleagues. The plan can be revised or changed by joint agreement of the teacher and the administrator/supervisor at any time. The tenured teacher will conduct the entire process, resulting in documentation of enhanced skill and reflection. The data are collected and maintained by the teacher and are used in year-end conferences with the administrator/supervisor. Teachers should retain their Professional Development Plans and respective information and may use them in documenting criteria during the fifth-year evaluation phase.

The administrator/supervisor and teacher should conference early in the school year or prior to school to discuss the teacher's options for the professional development process. This should allow the administrator/supervisor to know both the areas in which the teacher wishes to focus and those aspects of practice which the teacher believes can make a contribution to the work of colleagues. Each teacher must submit a completed proposal form to his/her administrator/supervisor for approval prior to beginning the process (local districts to determine date). In some cases, the teacher may wish to determine a plan prior to the end of the previous school year. This would allow the teacher the opportunity to integrate district-provided professional opportunities, graduate work, summer workshops, travel, or other events into the plan.

Professional collaboration may take many forms — from processes of two or three exchanges of observations, planning, and reflecting to comprehensive projects in which teams of teachers collaborate in a variety of aspects of the instructional process or curriculum development process.

Professional Development Plan Options

Tenured teachers will be formally evaluated on a 5-year cycle. The administrator/supervisor has the responsibility to observe the teacher on a regular basis and may receive unplanned data. A tenured teacher not meeting expectations on a criterion may be reassigned from the professional development phase to the evaluation phase. If the administrator/supervisor determines the teacher is not meeting expectations, a PIP should be put in place.

Tenured teachers meeting expectations participate in the professional development phase. Documentation of participation in the Options Model may be accomplished through the use of various tools and/or procedures, such as portfolios, videos, reflective journals, or professional dialogue with peers and/or administrator/supervisor. The administrator/supervisor is expected to serve as a resource and monitor the progress of the staff participating in this model.

Some of the options that teachers might consider are outlined on page 9. These options should be chosen only if teachers have received training or are knowledgeable about the option chosen.

Samples of Professional Development Options

Option A

Mentor Teacher

This option allows the tenured teacher to reflect on what he/she is doing with the 1st/2nd-year teacher and associate this with his/her own practice. The teacher receives mentor training as prescribed in the Professional Development Plan of the district. The teacher uses a self-reflection log to document the activities and/or work done with the 1st/2nd-year teacher in accordance with duties as outlined by the Professional Development Committee. The teacher assists the 1st/2nd-year teacher with the development of his/her portfolio by making suggestions and offering advice. The time and dates of observations completed by the teacher for the 1st/2nd-year teacher and the time and dates of conferences held with the 1st/2nd-year teacher are documented. The teacher uses the documentation to write a reflection of the experiences and how it has effected the teacher's own practices. This plan should specifically relate to criteria and school improvement goals.

Option B

Action Research Team

This option allows two to five colleagues to work together toward a common goal. Topics should relate to one or more specific criteria and to a School Improvement Plan goal. The Action Research could tie in with existing district or school programs such as A+ School or MAP teams or could open new areas of research. The Action Research should be approved by the administrator/supervisor. The topic for research could be an issue, strategy or theme such as lowering dropout rate, cooperative learning, or building teams. Each teacher involved should maintain his/her own data to document the research. The document could include written information such as scoring guides, surveys, instructional strategies, and performance tasks. The data should also include at least three points of view such as student, parent, other colleague, administrator or business partner. This plan should specifically relate to criteria and school improvement goals.

Option C

Professional Review Process

This option allows the teacher to use individual reflection to grow professionally. The teacher should be videotaped during three or more teaching sessions, focusing on one or more criteria. His/her lesson should be self-evaluated using a written format. An outside observer, such as a peer, supervisor, STARR teacher, business partner, or representative from an educational agency or university staff development program could also observe the teacher. The teacher should document, by written reflection, the observation and the conference held with the outside observer. The teacher's reflection portfolio documents the process of reviewing his/her own teaching practices with the data received from the observers, the reflections, survey results, and a final reflective piece on her/his professional growth during the process. This plan should specifically relate to criteria and school improvement goals.

Option D

Individualized Professional Activity

This option allows the teacher to work individually on specific areas approved by the administrator/supervisor. This will likely be based on curriculum development, program development, or use of technology. This plan should establish a connecting relationship with specific criteria and school improvement goals.

Option E

Collaborative Professional Plan

This option allows the tenured teacher to interact with colleagues focusing on particular teaching behaviors. This could be accomplished through peer coaching, a study group, or other forms of collaborative teams. This plan should specifically relate to criteria and school improvement goals.

Option F

School-Wide/District-Wide Action Research

This option allows the tenured teacher with significant experience to work collaboratively on a project outlined in a school/building School Improvement Plan or a Comprehensive School Improvement Plan. Teams may be developed to represent a specific grade level, subject, common technology implementation, or cross discipline/cross district teams. The project must be approved by the administrator/supervisor. Examples of such projects might be the developing of tasks to evaluate programs or curriculum articulation. This plan should specifically relate to criteria and school improvement goals.

Evaluation Phase

The tenured teacher participates in the evaluation phase on a five-year cycle unless the administrator/supervisor determines a more frequent schedule is appropriate. Although the tenured teacher will be formally evaluated over a one-year period, the teacher may want to maintain data on each criterion during the Professional Development Phase. Therefore, during the Evaluation Phase it will be less time-consuming to provide documentation. It is recommended that the PDPs be retained and the teacher may choose to use them as evidence of meeting acceptable standards on one or more of the criteria. In addition to the normal classroom observations, frequent “drop-in” observations by the administrator/supervisor are encouraged each year.

Data Collection

The evaluation phase involves data collection that documents teaching competence (see criteria and descriptors, page 17). Performance data collection is a collaborative process involving both the tenured teacher and the administrator/supervisor. The administrator/supervisor will purposefully collect data from sources such as classroom observations, conferences, viewing videotapes and unplanned data. The tenured teacher will be responsible to develop a portfolio that documents performance on each of the criteria. Additional artifact data may be requested by the administrator/supervisor. The data collected will be reviewed and recorded on the Comprehensive Data Form (see Appendix B).

Observed data are those witnessed by the administrator/supervisor, non-observed data are those shared with the administrator/supervisor, and unplanned data are unsolicited data received by the administrator/supervisor. These data may be classified as observed, non-observed, and artifact (documents created by the teacher related to practice or examples of student work).

The administrator/supervisor will review all data and determine significance in documenting specific criteria. If determined significant, the administrator/supervisor will document the data on the Comprehensive Data Collection Form and place the form in the tenured teacher’s working file. All data included in the teacher’s working file should be discussed with the teacher and initialed by both parties prior to entering the file.

Observations

During the formal evaluation year, tenured teachers will have a minimum of one scheduled and one unscheduled observation. Each observation will be followed by a collaborative conference between the tenured teacher and the administrator/supervisor. For the scheduled observation, a pre-observation conference should be held. Appendix A provides a variety of forms that may be used by the administrator/supervisor for such conferences. The conference may also involve a review of documents related to specific performance criteria. All data reviewed should be recorded on the Comprehensive Data Collection Form and initialed by the tenured teacher and administrator/supervisor.

If a tenured teacher is not meeting expectations on a performance criterion, a PIP should be implemented.

Evaluation Report

The Evaluation Report consists of administrative review and assessment of all aspects of teaching performance as identified by the PBTE Standards and Criteria (page 15). The evaluation review for the tenured teacher consists of an Evaluation Report and the evaluation

conference. The Evaluation Report will be used to formally summarize the administrator's/supervisor's assessment of the tenured teacher's performance based on the data collected. The report will require the administrator/supervisor to recommend the tenured teacher for renewal or non-renewal of employment. The teacher and administrator/supervisor will conference, discuss, and sign the Evaluation Report at the appropriate date.

Teachers who are not meeting all criteria should not be allowed to participate in the Professional Development Phase the following year.

Review and Appeal

Non-tenured and tenured teachers both have the opportunity to dispute information on the Evaluation Report. Written comments can be provided by either party (administrator/supervisor or teacher) and included with the report. Written comments by either party must be shared within a set amount of time as determined by the district and appended to the original copy of the Evaluation Report. The teacher, the administrator/supervisor and the Human Resources Office will retain copies of the report.

Specifics of the review process should be determined by board policy.

System Review

The superintendent should initiate a periodic review of the evaluation system to promote the maintenance of an effective, fair, and efficient system that is comprehensive and performance-based.

Evaluation Timeline

	Non Tenured					Tenured				
Year	1	2	3	4	5	1	2	3	4	5
Formal Evaluation	Yes	Yes	Yes	Yes	Yes	**	**	**	**	Yes
Scheduled Observation	1	1	1	1	1	-	-	-	-	1
Non-Scheduled Observation	2	2	2	1	1	-	-	-	-	1
Drop-In Observation	F R E Q U E N T					F R E Q U E N T				
PDP Development E-enrichment	Yes (D)	Yes (D)	Yes (D or E)*	Yes (D or E)*	Yes (D or E)*	Yes (E)	Yes (E)	Yes (E)	Yes (E)	PDP should align with portfolio
Portfolio Required	Yes	Yes	Yes	Yes	Yes	No- PDP Options	No- PDP Options	No- PDP Options	No- PDP Options	Yes- could be collected during 5 years
Administrator Observes Classroom	Administrator meets to discuss management of portfolio and PDP early in the school year.					Administrator meets to overview School Improvement plan and explain PDP early in school year.				
Administrator and Teacher Meet	Administrator observes classroom instruction with pre- and post-observation conferencing as appropriate.					Administrator observes classroom instruction with pre- and post-observation conferencing as appropriate.				
Data Collection	Teacher and administrator collect data throughout the year; data for evaluation purposes must be available by dates established by administrator.					Teacher implements PDP early in the school year; data for evaluation purposes must be available by dates established by administrator.				
Evaluation Report	Administrator holds conference to review data collected and completes evaluation report per district deadline.					Administrator holds conference to review PDP or, if on evaluation, all data collected and completed. Evaluation report per district deadline.				

* Indicates administrator/supervisor and option to whether developmental or enrichment plan will be implemented.

** Indicates observation, only if needed, as determined by administrator/supervisor.

Drop-in observations by the administrator/supervisor are encouraged on a frequent basis. A drop-in observation does not necessarily require formal written documentation. However, the administrator/supervisor may choose to document specific behaviors or events

Each Evaluation Report requires a complete Comprehensive Data Form. This is yearly for non-tenured teachers and on a five-year cycle for tenured teachers.

Data Collection Forms

During the Teacher Evaluation Phase the administrator/supervisor and teacher cooperatively gather data in order to document the teacher “meeting expectations” on all 20 criteria. The use of the data collection forms may vary based on the classification of the teacher. The administrator/supervisor may request certain forms to be completed by the teacher in order to complete the data collection. The pre- and post-conference data collection forms found in Appendix A (Lesson Plan Review, Professional Observation Record, Supplemental Professional Observation Report, and Lesson Reflection Sheet), may be used by the administrator/ supervisor as necessary to secure adequate documentation on teachers. The Comprehensive Data Collection Form, found in Appendix B, is used to record the review of the criteria documentation and the level of performance. This review is an annual cycle for non-tenured teachers and occurs on a five-year cycle for tenured teachers. The Professional Observation Record, found in Appendix A, is used for all teachers during classroom observation by the administrator/supervisor.

Professional Plans

All teachers should have an annual Professional Development Plan approved by the administrator/supervisor. There are two types of professional plans: the Professional Development Plan and the Professional Improvement Plan.

Professional Development Plan

First- and Second-Year Teachers

All first- and second-year teachers are required to have a Professional Development Portfolio. The portfolio will document “teacher performance” on all twenty criteria. Some documentation will be provided by the administrator/supervisor as a result of formal observations. The mentor should assist the teacher in selecting entries for the portfolio.

3-5 Year Teachers

Teachers in years 3-5 will develop a Professional Development Plan with administrator/supervisor approval. Although a criterion portfolio is still required, the administrator/supervisor may allow some teachers to develop an enrichment plan while others continue with the developmental aspect of the portfolio. The administrator/supervisor may recommend the non-tenured teacher to a peer coaching team, may suggest working with a tenured teacher, may allow the teacher to work with tenured teachers on an option plan (page 9) or develop other options.

Tenured Teachers

Tenured teachers complete application for the annual Professional Development Plan (enrichment) based on self-evaluation and discussion with colleagues and administrators/supervisors. Tenured teachers then determine an area of practice that is focused around one or more criteria and specific school improvement goals. The administrator/supervisor may have his/her own suggestions for suitable areas of growth for each tenured teacher. The conference provides opportunity for the administrator/supervisor and the tenured teacher to compare notes on perceptions of need and then arrive at consensus regarding the Professional Development Plan. While the Professional Development Plan should represent consensus between the teacher and the administrator/supervisor, in cases in which significant disagreement arise, the decision of

the administrator/supervisor is final.

Teachers may also find that they can profit from a multi-year professional growth plan. This may involve collaboration with colleagues or may be more individualized depending on the option chosen. Offerings from the district's Professional Development Committee, as well as training opportunities from other sources, may be incorporated into the Professional Development Plans of teachers. The plan is submitted to the administrator/supervisor early in the school year prior to the date set by the district. Some teachers may choose to submit applications prior to the end of a school for the next school year. This would allow local district professional development offerings, graduate work, summer seminars, or travel to be used in developing a plan. Year-end conferences regarding the tenured teachers' Professional Development Plan should occur on a date determined appropriate by the district.

The administrator/supervisor may require the tenure teacher to file a PDP (developmental) as the need arises.

Professional Improvement Plan

The Professional Improvement Plan (PIP) is used to assist teachers in correcting a documented deficiency of one or more criteria. The administrator/supervisor can assign a Professional Improvement Plan at any time a deficiency is noted.

The administrator/supervisor should notify the teacher of the deficiency evidenced by an event or document leading to the decision within a set amount of time as determined by the district.

While the Professional Improvement Plan should represent consensus between the teacher and the administrator/supervisor, in cases in which significant disagreement arises, the decision of the administrator/supervisor is final. Upon completion of the PIP, the administrator/supervisor may allow the teacher to return to their selected PDP.

Evaluation Report

The Evaluation Reports, found in Appendix D, provide a means of synthesizing all the information obtained during the data collection phase. Each list provides specific criteria for each standard. Each criterion is rated according to the performance level demonstrated and documented on the Comprehensive Data Collection Form.

A rating of "progressing toward meeting expectations" or "does not meet expectations" should be preceded by efforts to improve that performance through the use of a Professional Improvement Plan. A rating of "progressing toward meeting expectations" or "does not meet expectations" means the teacher is not meeting that criterion at an acceptable level. An appropriate plan for improvement should be continued or a decision regarding employment should be determined. A tenured teacher receiving such a rating should not be eligible for a PDP option the following year.

Standards and Criteria

for Performance-Based Teacher Evaluation

Standard 1: The teacher causes students to actively participate and be successful in the learning process.

- Criterion 1:** The teacher causes students to acquire the knowledge and skills to gather, analyze and apply information and ideas.
- Criterion 2:** The teacher causes students to acquire the knowledge and skills to communicate effectively within and beyond the classroom.
- Criterion 3:** The teacher causes students to acquire the knowledge and skills to recognize and solve problems.
- Criterion 4:** The teacher causes the students to acquire the knowledge and skills to make decisions and act as responsible members of society.

Standard 2: The teacher uses various forms of assessment to monitor and manage student learning.

- Criterion 5:** The teacher uses various ongoing assessment to monitor the effectiveness of instruction.
- Criterion 6:** The teacher provides continuous feedback to students and family.
- Criterion 7:** The teacher assists students in the development of self-assessment skills.
- Criterion 8:** The teacher aligns the assessments with the goals, objectives, and instructional strategies of the district curriculum guides.
- Criterion 9:** The teacher uses assessment techniques that are appropriate to the varied characteristics and developmental needs of students.

Standard 3: The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior.

- Criterion 10:** The teacher demonstrates appropriate preparation for instruction.
- Criterion 11:** The teacher chooses and implements appropriate methodology and varied instructional strategies that address the diversity of learners.
- Criterion 12:** The teacher creates a positive learning environment.
- Criterion 13:** The teacher effectively manages student behaviors.

Standard 4: **The teacher communicates and interacts in a professional manner with the school community.**

Criterion 14: The teacher communicates appropriately with students, parents, community, and staff.

Criterion 15: The teacher engages in appropriate interpersonal relationships with students, parents, community, and staff.

Standard 5: **The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.**

Criterion 16: The teacher engages in professional development activities consistent with the goals and objectives of the building, district, and state.

Criterion 17: The teacher engages in professional growth.

Standard 6: **The teacher acts as a responsible professional in addressing the overall mission of the school district.**

Criterion 18: The teacher adheres to all the policies, procedures and regulations of the building and district.

Criterion 19: The teacher assists in maintaining a safe and orderly environment.

Criterion 20: The teacher collaborates in the development and/or implementation of the district's vision, mission, and goals.

Teacher Evaluation Criteria with Descriptors

Note: The descriptors provided are simply examples of student and teacher behaviors that may be used to document criteria. The descriptors provided are not intended to be an all inclusive list. The observation and/or documentation of each criterion will vary based on the context.

* Items represent descriptors that may be more pertinent to special services teachers.

Standard 1: The teacher causes the students to actively participate and be successful in the learning process.

Criterion 1: The teacher causes students to acquire the knowledge and skills to gather, analyze, and apply information and ideas.

The students will:

1. Develop questions and ideas to initiate and refine research.
2. Conduct research to answer questions and evaluate information and ideas.
3. Use technological tools and other resources to locate, select, and organize information.
4. Comprehend and evaluate written, visual, and oral presentations and works.
5. Discover and evaluate patterns and relationships in information, ideas, and structures.
6. Organize data, information, and ideas into useful forms (including charts, graphs, and outlines) for analysis and presentation.
7. Identify, analyze and compare the institutions, traditions, and art forms of the past and present societies.
8. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens and consumers.

Criterion 2: The teacher causes students to acquire the knowledge and skills to communicate effectively within and beyond the classroom.

The students will:

1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences.
2. Review and revise communications to improve accuracy and clarity of information.
3. Exchange information, questions, and ideas while recognizing the perspectives of others.
4. Present perceptions and ideas regarding works of the arts, humanities, and sciences.
5. Perform or produce works in the fine and practical arts.
6. Apply communication techniques to the job search and the workplace.
7. Use technological tools to exchange information and ideas.

Criterion 3: The teacher causes students to acquire the knowledge and skills to recognize and solve problems.

The students will:

1. Identify problems and define their scope and elements.

2. Develop and apply strategies based on ways others have prevented or solved problems.
3. Develop and apply strategies based on one's own experience in preventing and solving problems.
4. Evaluate the processes used in recognizing and solving problems.
5. Reason inductively from a set of specific facts and deductively from general premises.
6. Evaluate the extent to which a strategy addresses the problem.
7. Assess costs, benefits, and other consequences of proposed solutions.

Criterion 4: The teacher causes students to acquire the knowledge and skills to make decisions and act as responsible members of society.

The students will:

1. Explain reasoning and identify information used to support decisions.
2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States.
3. Analyze the duties and responsibilities of individuals in society.
4. Recognize and practice honesty and integrity in academic work and in the workplace.
5. Develop, monitor, and revise plans of action to meet deadlines and accomplish goals.
6. Identify tasks that require a coordinated effort and work with others to complete those tasks.
7. Identify and apply practices that preserve and enhance the safety and health of self and others.
8. Explore, prepare for, and seek educational and job opportunities.

Standard 2: The teacher uses various forms of assessment to monitor and manage student learning.

Criterion 5: The teacher uses various ongoing assessment to monitor the effectiveness of instruction.

The teacher:

1. Applies a variety of formal and informal assessment techniques (e.g., observations, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standardized tests) to enhance and monitor his or her knowledge of learning, to evaluate student progress and performances and to modify instructional approaches and learning strategies.
2. Collects information through observation of classroom interaction, and questions and analyzes student work.
3. Designs and uses assessments that support the transfer of learning to real life.
4. Makes appropriate modifications in assessments in accordance with students' IEPs.*
5. Employs district adopted assessment techniques.*
6. Other...

Criterion 6: The teacher provides continuous feedback to students and family.

The teacher :

1. Maintains useful records of student work and performance and shares the information with the student.
2. Provides feedback to students regarding the quality of performance.
3. Contacts parents promptly regarding concerns related to the student's academic or behavioral performance.
4. Makes regular contacts with parents regarding students' IEP progress.*
5. Provides parents with information regarding program background and purpose.*
6. Other...

Criterion 7: The teacher assists students in the development of self-assessment skills.

The teacher:

1. Uses assessment strategies to involve learners in self-assessment activities, assist them in becoming aware of their learning behaviors, strengths, needs and progress, and encourages them to set personal goals for learning.
2. Develops scoring guides for students to use in assessing the quality of their work.
3. Other...

Criterion 8: The teacher aligns the assessments with the goals, objectives, and instructional strategies of the district curriculum guides or IEPs.

The teacher:

1. Uses assessments which correlate to the method of instruction and the district curriculum guide/IEPs.
2. Assigns meaningful activities or homework that are timed to assist the student in understanding.
3. Assigns homework that supports the students' understanding of content.
4. Uses assessments which correlate to the methods of instruction.
5. Other...

Criterion 9: The teacher uses assessment techniques that are appropriate to the varied characteristics and developmental needs of students.

The teacher:

1. Uses assessment data to adjust instructional strategies appropriately for desired learner outcomes.
2. Uses assessment techniques that allow for a variety of multiple intelligences to be used by students.
3. Uses student portfolios to assess students' work in a developmental manner.
4. Uses a variety of communication tools to report student progress.
5. Provides scoring guides, as appropriate, to students prior to assessing work.
6. Makes modifications of assessment procedures, as appropriate.
7. Other...

Standard 3: The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior.

Criterion 10: The teacher demonstrates appropriate preparation for instruction.

The teacher:

1. Prepares lessons which reflect a strong understanding of the content.
2. Implements lessons which link students' prior knowledge with new ideas and/or provides effective anticipatory set.
3. Designs lessons in clear and logical formats.
4. Selects and creates learning experiences that are appropriate for curriculum goals/IEPs, relevant to learner and based upon principles of effective instruction.
5. Evaluates plans relative to long and short-term goals and adjusts them to meet students' individual needs/IEP and to enhance learning.
6. Provides effective anticipatory set to prepare the students for the learning experience.
7. Clearly states the expected learning objectives to the students.
8. Utilizes district and/or community resources to implement instruction.
9. Provides resource teachers with advance knowledge of lessons, tests, dates of project deadlines, and scoring guides.
10. Conferences with classroom teacher prior to lessons to make appropriate modifications for special service students.*
11. Prepares lessons which are aligned with IEP objectives.*
12. Other...

Criterion 11: The teacher chooses and implements appropriate methodology and varied instructional strategies that address the diversity of the learner.

The teacher:

1. Identifies students' prior experiences, learning styles, strengths and needs when designing and implementing a lesson plan.
2. Demonstrates the ability to access specialized services to meet students' needs.
3. Selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and then meets student needs. (e.g. lecturing, modeling, questioning, experimental learning, role playing, Socratic seminar, and project based learning).
4. Provides opportunity for guided and independent practice.
5. Provides effective closure of the lesson.
6. Creates lessons and activities that recognize individual needs of diverse learners and variation in learning styles and performance.
7. Implements IEP goals for identified students.*
8. Modifies students' participation in learning activities based on ability and need.*
9. Identifies students with possible special needs and refers them to appropriate resource.
10. Other...

Criterion 12: The teacher creates a positive learning environment.

The teacher:

1. Creates a positive learning environment where students feel comfortable and willing to engage in learning.
2. Arranges and maintains a safe and functional classroom or workspace.
3. Interacts with students in a professional and courteous manner.
4. Connects learning to students' prior experiences with family, culture and community.
5. Creates an environment which promotes mutual respect.
6. Provides for well-structured learning activities that encourage students to pay attention and participate.
7. Manages time, space, transitions, and activities effectively.
8. Contributes to maintaining the positive classroom environment (class within a class environment).*
9. Other...

Criterion 13: The teacher effectively manages student behaviors to promote learning.

The teacher:

1. Encourages student responsibility in the classroom.
2. Avoids using emotionally charged language in dealing with behavioral disruptions.
3. Makes effective use of preventive strategies (proximity, eye contact, non-verbal cues, position and movement).
4. Manages discipline infractions in accordance with school policy.
5. Applies classroom discipline appropriately.
6. Intervenes during inappropriate behavior.
7. Recognizes and reinforces appropriate student behavior.
8. Communicates expectations and parameters for student classroom behavior.
9. Reinforces the classroom teacher's rules (class within a class environment).*
10. Other...

Standard 4: The teacher communicates and interacts in a professional manner with the school community.

Criterion 14: The teacher communicates appropriately with students, parents, community, and staff.

The teacher:

1. Models effective verbal/non-verbal communication skills.
2. Demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences in classroom communication and in response to students' communications.
3. Uses a variety of media communication tools (e.g. video, multimedia, laserdisk, internet).

4. Writes documents in a professional manner.
5. Provides clear and concise oral and written directions.
6. Uses effective active listening skills (e.g. affirmation of understanding, eye contact, attentiveness, restating, and paraphrasing).
7. Reviews IEP's with all stakeholders to convey all special needs of each student with an IEP.*
8. Talks, listens and is responsive to students.
9. Seeks appropriate assistance as needed to support students with intellectual, emotional, or physical problems.
10. Provides information regarding individual students; IEP to classroom teacher as appropriate.*
11. Other...

Criterion 15: The teacher engages in appropriate interpersonal relationships with students, parents, community, and staff.

The teacher:

1. Offers appropriate encouragement to all students.
2. Expresses views and ideas to others in a professional manner.
3. Handles confidential information and difficult situations ethically and with discretion.
4. Seeks opportunities to develop cooperative partnerships with the parents/guardians of students in support of student learning and well being.
5. Conveys expectations to parents/guardians of shared responsibilities in the learning process.
6. Identifies and uses the appropriate school personnel and community resources to help students reach their full potential.
7. Supports parent/staff activities.
8. Is responsive to parents desiring a conference during regular school hours.
9. Provides pertinent information during parent/teacher conferences.
10. Collaborates with special education teachers regarding students with IEPs.
11. Collaborates with classroom teacher regarding the IEP needs of special services students.*
12. Other...

Standard 5: The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.

Criterion 16: The teacher engages in professional development activities consistent with the goals and objectives of the building, district and state.

The teacher:

1. Uses varied building, district, state, or national resources available for professional development.

2. Participates in school and district inservice activities as appropriate.
3. Maintains appropriate knowledge of current state and federal laws regarding special services students.*
4. Participates in activities that encourage collective inquiry regarding teaching and learning.
5. Other...

Criterion 17: The teacher engages in professional growth.

The teacher:

1. Applies a variety of self-assessment and problem-solving strategies for reflecting on practice, on his/her influence on students' growth and learning, and on the complex interactions between them.
2. Increases knowledge base related to professional responsibilities.
3. Increases knowledge of learning theory.
4. Applies new understanding of learning theory to the classroom.
5. Works cooperatively to develop and implement a professional development/growth plan.
6. Disseminates information obtained from professional development opportunities with faculty/staff as appropriate.
7. Documents continuing education units required for state certification.
8. Other...

Standard 6: The teacher acts as a responsible professional in addressing the overall mission of the school district.

Criterion 18: The teacher adheres to all the policies, procedures and regulations of the building and district.

The teacher:

1. Stays informed regarding policies and regulations applicable to his/her position.
2. Follows the identified channels for resolving concerns/problems.
3. Complies with school policy on attendance and punctuality.
4. Completes duties promptly and accurately when given adequate notice.
5. Complies with school policy and guidelines on copyright.
6. Complies with school policy and guidelines regarding student confidentiality.
7. Maintains IEP records according to district policy.*
8. Other...

Criterion 19: The teacher assists in maintaining a safe and orderly environment within the school setting.

The teacher:

1. Performs school supervisory tasks.

2. Exercises responsibility for student management on school property and at school activities during school days.
3. Regularly communicates safety issues for individual students to classroom teachers and administrators.*

Criterion 20: The teacher collaborates in the development and/or implementation of the district's vision, mission, and goals.

The teacher:

1. Participates in professional activities designed to make the entire school a productive learning environment.
2. Participates, as appropriate, in Missouri School Improvement Plan, Comprehensive School Improvement Plan, School Improvement Plan and committee work.
3. Participates in all phases of the evaluation process to effect ongoing professional growth.
4. Other...

Glossary

Action Research – A process in which the teacher plans, takes action, collects data, and makes a decision based on the collected data regarding professional practice.

Administrator/Supervisor– The personnel authorized to implement the evaluation process.

Artifact Data – Documents or tangible items of information related to performance. Artifacts are typically supplied by the teacher but may be collected from another related source.

Comprehensive Data Collection Form – The form used to document all planned and unplanned data during the teacher evaluation cycle.

Criteria – The items used to evaluate the teacher’s performance. The criteria describe the behavior of the students and teacher or the skill of the teacher related to effective performance.

CSIP- Comprehensive School Improvement Plan.

Descriptors – Descriptors are phrases that aid in defining and outlining the expected behavior for a particular criterion. The descriptors are not an all-inclusive listing of behaviors that might be associated with a criterion.

Drop-In Observation – An unscheduled, informal visit to the classroom by the administrator/supervisor. Data collection is not necessary but may occur as the administrator/supervisor deems appropriate.

Evaluation Review – The form used to summarize the administrator’s/supervisor’s rating of performance for each criterion at the end of the teacher evaluation process.

Mentor – The experienced teacher who is assigned and given time to guide and support a first- or second-year teacher in the district.

Peer Coach – A teacher who collaborates with another teacher for mutual support and instructional improvement.

Planned Data – Data regarding a teacher, related to a specific criteria and collected by the administrator/supervisor.

Portfolio– A teacher’s collection of data reflecting performance, development, and involvement in professional activities that reflect criteria, building goals, and the Comprehensive School Improvement Plan.

Professional Development Phase - A system designed to help teachers improve on an ongoing basis.

Post-Observation Conference – A collaborative conference between the administrator/supervisor and the teacher about data collected during an observation and other data submitted by the teacher.

Pre-Observation Conference- The interaction between administrator/supervisor and teacher during which the lesson is previewed, and the purpose, time, length, and location of the observation are confirmed. In some cases, a form will be completed by the teacher prior to the conference.

Professional Development Plan – A plan developed by a teacher to formalize and document professional growth. The choice for each teacher will depend upon his/her development level.

Professional Improvement Plan – A plan that assists teachers in attaining a satisfactory level of performance on a criterion.

Scheduled Observation – A planned observation of performance that includes pre-observation discussion, the observation and documentation, and post-observation discussion used to collect data for the teacher evaluation phase.

System Review – The process for periodic review of the evaluation system.

Teacher- All classroom teachers including special services teachers. This does not include counselors/librarians and administrators.

Teacher Evaluation Phase – The process of collecting data and making professional judgments about performance for the purpose of personnel decision-making.

Unscheduled Observation – An unannounced observation of twenty minutes or more, used to collect data for the teacher evaluation phase.

Unplanned Data – Unsolicited data regarding a teacher, related to a specific criterion and collected by the administrator/supervisor.

References

- Albany County School District One. (1997). Multi-track teacher evaluation program. Laramie: Author.
- Allen, L. & Calhoun, E. (1998). Schoolwide action research: Findings from six years of study. Phi Delta Kappan, 6(4), 706-710.
- Odessa R-VII School District Performance-Based-Teacher Evaluation. (1997). Odessa, MO: Author.
- Brookfield R-III School District. Brookfield R-III School District Performance Based Teacher Evaluation. (1997). Brookfield, MO: Author
- Burke, K. (1994). Designing professional portfolios for change. Arlington Heights, IL: IRI/SkyLight.
- Campbell County School District Teacher Evaluation System. (1996). Campbell County Schools, Gillette, WY: Author.
- Clayton School District. Career development and teacher evaluation process. (1997). Clayton, MO: Author.
- Danielson, Charlotte. (1996) Enhancing professional practice: A framework for teaching. Alexandria, VA: Association for Supervision and Curriculum Development.
- Darling-Hammond, L. (1997). The quality of teaching matters most. Journal of Staff Development, 18(1), 38-41.
- Dietz, M. (1995). Using portfolios as a framework for professional development. Journal of Staff Development 16(2), 40-43.
- Duke, D. & Stiggins, R. (1990). Beyond minimum competence: Evaluation for professional development. In J. Millman and L. Darling-Hammond (Eds.), The new handbook of teacher evaluation (p. 29). Newbury Park, CA: Sage.
- Duke, D. (1993). Removing barriers to professional growth. Phi Delta Kappan, 8, 702-712.
- Egelson, P. & McColskey, W. (1998). Teacher evaluation: The road to excellence. SouthEastern Regional Vision for Education. Greensboro, NC.
- Freiberg, M. & et.al. (1997). Promoting mid-career growth through mentoring. Journal of Staff Development, 18(2), 52-54.
- Gitlin, A. & Smyth J. (1990). Toward educative forms of teacher evaluation. Educational Theory, 40(1), 92.
- Gitlin, A. (1990). Understanding teaching dialogically. Teachers College Record, 91(4), 537-563.
- Glatthorn, A. (1997). Differentiated supervision (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.
- Greenwade, R. (1997). Presentation to the PBTE committee. Jefferson City, MO.
- Grimmett, P., Rostad, O. & Ford, B. (1992) The transformation of supervision. In Glickman, C. (Ed.), Supervision in transition, 1992 ASCD Yearbook. Alexandria, VA: Association of Supervision and Curriculum Development.
- Good, T. (1997). Presentation to the PBTE committee. Jefferson City, MO.
- Hamm, D. (1994). Making teacher evaluations work for teachers. Palmetto Administrator, 2, 23-26.

- Independence School District (1998). Independence School District Performance-Based Evaluation Draft. Independence, MO: Author.
- Joint Committee on Standards for Educational Evaluation. (1988). Daniel Stufflebeam, Chair. The personnel evaluation standards: How to assess systems for evaluating educators. Corwin Press, Inc. Newbury Park, CA.
- Machell, J. (1995). The teacher evaluation environment: An examination of attributes related to teacher growth. Journal of Personnel Evaluation in Education, 9, 259-273.
- Manatt, R. (1997). Feedback from 360 degrees: Client-driven evaluation of school personnel. The School Administrator, 8, 8-13.
- Manatt, R. (1994). Five-factor teacher performance evaluation for career ladder placement. Journal of Personnel Evaluation in Education, 8, 239-250.
- Miami-Dade County Public Schools. (1994). Professional Assessment and Comprehensive Evaluation System. Miami: Author.
- Millman, J. & Darling-Hammond, L. (Eds.). (1990). The new handbook of teacher evaluation. Newbury Park, CA: Sage.
- Missouri Department of Elementary and Secondary Education. (1994). Missouri Show-Me Standards. Jefferson City, MO: Author.
- Missouri Department of Elementary and Secondary Education. (1994). Linkage of state and national standards for teacher education/certification. Jefferson City, MO: Author.
- Missouri Department of Elementary and Secondary Education. (1998-Draft). New standards for teacher education programs in Missouri. Jefferson City, MO: Author.
- Newport News Public Schools . (1997). Newport News Public Schools Teacher Performance Assessment System. Newport News, VA: Author.
- Peterson, K. (1995). Teacher evaluation: A comprehensive guide to new directions and practices. Thousand Oaks, CA: Corwin Press.
- Prybylo, D. (1998). Beyond a positivistic approach to teacher evaluation. Journal of School Leadership, 8, 558-582.
- Randall, A. & Struthers, D. (1994). Advocacy for professional growth: An alternative to teacher evaluation. Paper presented at NEA Conference Series, Nashville, TN.
- Report of the National Commission on Teaching and America's Future. (1996). What matters most: Teaching for America's future. James B. Hunt, Chair.
- Rhyne-Winkler, M. & Wooten, H. (1996). The school counselor portfolio: Professional development and accountability. The School Counselor, 44, 146-150.
- Ritenour School District. (1996). Guidelines for performance-based teacher evaluation. St. Louis, MO. Author.
- Sclan, M. (1994). Performance evaluation for experienced teachers: An overview of state policies. Paper presented at the Annual Conference of the National Evaluation Institute. Gatlinburg, TN.

- Senge, P. (1990). The leader's new work. Sloan Management Review, 32(1), 7-23.
- Sergiovanni, T. & Starratt, R. (1993). Supervision: A redefinition. New York: McGraw-Hill, Inc.
- Shrinkfield, A. & Stufflebeam, D. (1995). Teacher evaluation: Guide to effective practice. Boston: Kluwer Academic Publishers.
- Stigler, J. & Hiebert, J. (1997). Understanding and improving classroom mathematics instruction: An overview of the TIMSS video study. Phi Delta Kappan, 79(1), 14-21.
- Texas Educational Agency (1994) Texas teacher appraisal system, Appraiser/teacher manual. Austin: Author.
- Valentine, J. (1997). Teacher evaluation. Presentation to the PBTE committee. Jefferson City, MO.
- Valentine, J. (1992). Principles and practices for effective teacher evaluation. Needham, MA: Allyn and Bacon.
- Wilkinson, G. (1997). Beginning teachers identify gaps in their induction programs. Journal of Staff Development, 18(2), 48-51.
- Wolf, K. (1996). Developing an effective teaching portfolio. Educational Leadership 6, 34-37.

Appendix A

Lesson Plan Review
Professional Observation Record
Supplemental Professional Observation Record
Lesson Reflection Sheet

Lesson Plan Review

The Lesson Plan Review is to be completed by the teacher and given to the administrator/supervisor at/or before a pre-observation conference. This form is used by the administrator/supervisor to gain insight into the teacher's reflective understanding regarding lesson planning and may be used to document criteria.

Teacher_____School_____

Grade/Subject_____Date____/____/____

1. Briefly describe the lesson and students.

2. What objectives and activities will be used that are a part of the district's curriculum guide? What do you expect the students to be able to know or do at the end of this lesson? How does this relate to what the students should be able to know and do at the end of this unit?

3. Why are these goals suitable for the students?

4. How does the lesson plan provide for students to engage in work? What will the students do?

5. What difficulties do students typically experience in this area, and how do you plan to address those difficulties and enable students to persist in the work?

* If more space is needed, please add additional pages.

6. What instructional materials or other resources will you use?

7. How do you plan to assess student achievement? What procedure will you use? What products will the students produce? (Attach tests or performance tasks and include scoring guides.)

8. Is there anything about the learning environment that you think might affect your students during the observation?

9. What are the most important classroom routines, procedures, rules and expectations for student behavior that will be in operation during the observed lesson?

10. Are there any special circumstances of which the observer should be aware?

* If more space is needed, please add additional pages.

Professional Observation Record

☐ Scheduled Observation ☐ Unscheduled Observation ☐ Artifact Data ☐ Non-Observed Data

The Professional Observation Record is used by the administrator/supervisor during classroom observation and shared at the post-observation conference. During classroom observation, the administrator/supervisor is to take notes regarding student and teacher behavior. It is not necessary to script the entire oral discourse of the teacher; however, the supervisor should record specific student behaviors and comments as well as specific teacher behaviors and comments. These notes can be taken separately and then transferred to the Professional Observation Record or recorded directly on the Professional Observation Record form.

Teacher _____ School _____

Grade/Subject _____

Administrator/Supervisor _____ Date ____/____/____

Standard 1: The teacher causes students to actively participate and be successful in the learning process.

1. The teacher causes students to acquire the knowledge and skills to gather, analyze, and apply information and ideas.

2. The teacher causes students to acquire the knowledge and skills to communicate effectively within and beyond the classroom.

3. The teacher causes students to acquire the knowledge and skills to recognize and solve problems.

4. The teacher causes students to acquire the knowledge and skills to make decisions and act as responsible members of society.

* If more space is needed, please add additional pages.

Standard 2: The teacher uses various forms of assessment to monitor and manage student learning.

5. The teacher uses various ongoing assessment to monitor the effectiveness of instruction.

6. The teacher provides continuous feedback to students and families.

7. The teacher assists students in the development of self-assessment skills.

8. The teacher aligns the assessments with the goals, objectives, and instructional strategies of the district curriculum guides.

9. The teacher uses assessment techniques that are appropriate to the varied characteristics and developmental needs of students.

* If more space is needed, please add additional pages.

Standard 3: The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior.

10. The teacher effectively demonstrates a readiness to teach.

11. The teacher chooses and implements appropriate methodology and varied instructional strategies which address the diversity of learners.

12. The teacher creates a positive learning environment.

13. The teacher effectively manages student behaviors.

Standard 4: The teacher communicates and interacts in a professional manner with the school community.

14. The teacher communicates appropriately with students, parents, community, and staff.

15. The teacher engages in appropriate interpersonal relationships with students, parents, community, and staff.

* If more space is needed, please add additional pages.

Standard 5: The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behavior that will improve student performance.

16. The teacher engages in professional development activities consistent with the goals and objectives of the building, district, and state.

17. The teacher engages in professional growth.

Standard 6: The teacher acts as a responsible professional in addressing the overall mission of the school district.

18. The teacher adheres to all the policies, procedures and regulations of the building, and district.

19. The teacher assists in maintaining a safe and orderly environment.

20. The teacher collaborates in the development and/or implementation of the district's vision, mission, and goals.

Teacher's comments:

Administrator's/Supervisor's comments:

Date / /

Date / /

Teacher's signature

Administrator's/Supervisor's signature

Signature indicates the above has been reviewed and discussed. Copies to teacher and administrator/supervisor.

Supplemental Professional Observation Record

(Short Form)

The Supplemental Professional Observation Record is used when documenting only one or two criteria.

☐ Scheduled Observation ☐ Unscheduled Observation ☐ Artifact Data
☐ Non-Observed Data ☐ Drop-In Observation

Teacher _____ School/Grade/Subject _____

Administrator/Supervisor _____ Date ____/____/____

Criterion:

Data:

Criterion:

Data:

Teacher's comments:

Administrator's/Supervisor's comments:

Date / /

Teacher's signature

Date / /

Administrator's/Supervisor's signature

Signature indicates the above has been reviewed and discussed. Copies to teacher and administrator/supervisor.

Lesson Reflection Sheet

The Reflection Sheet could be completed by the teacher following each formal observation and taken to the post-observation conference. This form may be used by the administrator/supervisor to discuss and document standards/criteria.

Teacher _____ School _____

Grade/Subject _____ Date ____/____/____

1. As I reflect on the lesson, to what extent were the students productively engaged in the work?
How do I know?

2. Did the lesson allow for students to engage in activities and learning situations which were consistent with the district's curriculum guide?

3. What feedback did I receive from students indicating they achieved understanding and that the goal/objective(s) were met for this lesson?

4. Did I adjust my goals or my work as I taught the lesson? Why? How?

5. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently?

6. If there was one thing from this lesson that I could share with a colleague, what would it be?

* If more space is needed, please add additional pages.

Appendix B

Comprehensive Data Collection Form

Comprehensive Data Collection Form

The Comprehensive Data Collection Form is used by both the administrator/supervisor and teacher to summarize the documentation of each criterion over the course of the evaluation cycle. It should be maintained in the administrator's/supervisor's office and reviewed periodically to determine the teacher's progress. This document will provide an overview of the teacher's performance to be used during the Evaluation Report. It serves as a composite of all the data collected. All data should be copied and shared with the teacher prior to entering it into the file.

Teacher _____ Beginning Date ____/____/____
 School _____ Ending Date ____/____/____
 Grade Level/Subject _____ Administrator/Supervisor _____

Data Collection:

CO-Classroom Observation IC-Individual Conference P-Portfolio
 RS-Reflection Sheet LR-Lesson Review AR-Artifact O-Other

Standard 1: The teacher causes students to actively participate and be successful in the learning process.

Criterion 1: The teacher causes students to acquire the knowledge and skills to gather, analyze and apply information and ideas.

CO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ _____

Data/Comments: _____ Date ____/____/____

Teacher's initials _____ Administrator's/Supervisor's initials _____

Criterion 2: The teacher causes students to acquire the knowledge and skills to communicate effectively within and beyond the classroom.

CO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ _____

Data/Comments: _____ Date ____/____/____

Teacher's initials _____ Administrator's/Supervisor's initials _____

* If more space is needed, please add additional pages.

Criterion 3: The teacher causes students to acquire the knowledge and skills to recognize and solve problems.

CO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ _____

Data/Comments: _____ Date ____/____/____

Teacher's Initials _____ Administrator's/Supervisor's Initials _____

Criterion 4: The teacher causes student to acquire the knowledge and skills to make decisions and act as responsible members of society.

CO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ _____

Data/Comments: _____ Date ____/____/____

Teacher's initials _____ Administrator's/Supervisor's initials _____

Standard 2: The teacher uses various forms of assessment to monitor and manage student learning.

Criterion 5: The teacher uses various ongoing assessments to monitor the effectiveness of instruction.

CO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ _____

Data/Comments: _____ Date ____/____/____

Teacher's Initials _____ Administrator's/Supervisor's Initials _____

Criterion 6: The teacher provides continuous feedback to students and family.

CO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ _____

Data/Comments: _____ Date ____/____/____

Teacher's initials _____ Administrator's/Supervisor's initials _____

* If more space is needed, please add additional pages.

Criterion 7: The teacher assists students in the development of self-assessment skills.

CO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ _____

Data/Comments: _____ Date ____/____/____

Teacher's initials _____ Administrator's/Supervisor's initials _____

Criterion 8: The teacher aligns the assessments with the goals, objectives, and instructional strategies of the district curriculum guides.

CO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ _____

Data/Comments: _____ Date ____/____/____

Teacher's initials _____ Administrator's/Supervisor's initials _____

Criterion 9: The teacher uses assessment techniques that are appropriate to the varied characteristics of students and developmental needs.

CO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ _____

Data/Comments: _____ Date ____/____/____

Teacher's Initials _____ Administrator's/Supervisor's Initials _____

Standard 3: The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior.

Criterion 10: The teacher effectively demonstrates appropriate preparation for instruction.

CO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ _____

Data/Comments: _____ Date ____/____/____

Teacher's initials _____ Administrator's/Supervisor's initials _____

* If more space is needed, please add additional pages.

Criterion 11: The teacher chooses and implements appropriate methodology and varied instructional strategies that address the diversity of learners.

CO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ _____

Data/Comments: _____ Date ____/____/____

Teacher's initials _____ Administrator's/Supervisor's initials _____

Criterion 12: The teacher creates a positive learning environment.

CO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ _____

Data/Comments: _____ Date ____/____/____

Teacher's initials _____ Administrator's/Supervisor's initials _____

Criterion 13: The teacher effectively manages student behaviors.

CO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ _____

Data/Comments: _____ Date ____/____/____

Teacher's Initials _____ Administrator's/Supervisor's Initials _____

Standard 4: The teacher communicates and interacts in a professional manner with the school community.

Criterion 14: The teacher communicates appropriately with students, parents, community, and staff.

CO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ _____

Data/Comments: _____ Date ____/____/____

Teacher's Initials _____ Administrator's/Supervisor's Initials _____

Criterion 15: The teacher engages in appropriate interpersonal relationships with students, parents, community, and staff.

CO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ _____

Data/Comments:

Date ____/____/____

Teacher's initials _____

Administrator's/Supervisor's initials _____

Standard 5: The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behavior that will improve student performance.

Criterion 16: The teacher engages in professional development activities consistent with the goals and objectives of the building, district, and state.

CO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ _____

Data/Comments:

Date ____/____/____

Teacher's initials _____

Administrator's/Supervisor's initials _____

Criterion 17: The teacher engages in professional growth.

CO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ _____

Data/Comments:

Date ____/____/____

Teacher's initials _____

Administrator's/Supervisor's initials _____

Standard 6: The teacher acts as a responsible professional in addressing the overall mission of the school district.

Criterion 18: The teacher adheres to all the policies, procedures, and regulations of the building and district.

CO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ _____

Data/Comments: _____ Date ____/____/____

Teacher's initials _____ Administrator's/Supervisor's initials _____

Criterion 19: The teacher assists in maintaining a safe and orderly environment.

CO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ _____

Data/Comments: _____ Date ____/____/____

Teacher's initials _____ Administrator's/Supervisor's initials _____

Criterion 20: The teacher collaborates in the development and/or implementation of the district's vision, mission, and goals.

CO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ _____

Data/Comments: _____ Date ____/____/____

Teacher's initials _____ Administrator's/Supervisor's initials _____

Appendix C
Self-Evaluation Form
Professional Development Plan
Professional Improvement Plan

Self-Evaluation Form

The Self-Evaluation Form is used by the teacher prior to developing a Professional Development Plan. This form should be shared with the administrator/supervisor when conferencing for the PDP.

Teacher _____ Date ____/____/____ Professional Development Plan Option _____

1. What has been the most positive aspect of your instructional practice over the last few years?

2. What area of instruction gives you the most difficulty?

3. Which one of the goals, as enumerated in the Show-Me Standards or district curriculum guide, do you feel your students were successful in reaching this past year? What evidence can you use to show this success?

4. Which goal would you target as an area for your students to improve?

5. If you had last year to do over, what would you change?

6. What are some of your activities or ideas that you would share with others?

7. What would you like to learn more about, whether it be from another teacher, a special training program, or other resources?

8. In working with parents/guardians, what skills do you possess that allow for positive and productive outcomes?

9. What are your strengths as a teacher?

10. What areas of your teaching would you like to improve?

Professional Development Plan

☐ Enrichment

☐ 1st/2nd-year teacher

NOTE: As a part of the Professional Development Plan, it is strongly suggested that teachers remain aware of PCI, PCII, and CPC license renewal processes so that requirements for renewal can become part of the Professional Development Plan.

Teacher _____ School _____

Grade/Subject _____

Administrator/Supervisor _____ Date ____ / ____ / ____

Criteria: (Note: Teachers in 1st and 2nd year will address all 20 criteria in a professional portfolio.)

Refer to attached list.

Related Building/CSIP Goal(s):

Objectives (applicable descriptors):

Professional Development Plan

Strategies for achieving objective(s):
(Teacher and administrator/supervisor responsibilities)

Teacher will:

Administrator/supervisor will:

Assessment methods and timelines:

Teacher's comments:

Administrator's/Supervisor's comments:

Plan developed:

Teacher's signature

Date / /

Administrator's/Supervisor's signature

Date / /

Plan completed _____

Plan revised _____

Plan continued _____

Date plan reviewed

Teacher's signature

Date / /

Administrator's/Supervisor's signature

Date / /

Signatures indicate that the above has been reviewed and discussed. Copies to teacher and administrator/supervisor.

Standards/Criteria

Standard 1: The teacher causes students to actively participate and be successful in learning process.

1. The teacher causes students to acquire the knowledge and skills to gather, analyze, and apply information and ideas.
2. The teacher causes students to acquire the knowledge and skills to communicate effectively within and beyond the classroom.
3. The teacher causes students to acquire the knowledge and skills to recognize and solve problems.
4. The teacher causes students to acquire the knowledge and skills to make decisions and act as responsible members of society.

Standard 2: The teacher uses various forms of assessment to monitor and manage student learning.

5. The teacher uses various ongoing assessments to monitor the effectiveness of instruction.
6. The teacher provides continuous feedback to students and families.
7. The teacher assists students in the development of self-assessment skills.
8. The teacher aligns the assessments with the goals, objectives, and instructional strategies of the district curriculum guides.
9. The teacher uses assessment techniques that are appropriate to the varied characteristics and developmental needs of students.

Standard 3: The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior.

10. The teacher demonstrates appropriate preparation for instruction.
11. The teacher chooses and implements appropriate methodology and varied instructional strategies which address the diversity of learners.
12. The teacher creates a positive learning environment.
13. The teacher effectively manages student behaviors.

Standard 4: The teacher communicates and interacts in a professional manner with the school community.

14. The teacher communicates appropriately with students, parents, community, and staff.
15. The teacher engages in appropriate interpersonal relationships with students, parents, community, and staff.

Standard 5: The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.

16. The teacher successfully engages in professional development activities consistent with the goals and objectives of the building, district, and state.
17. The teacher engages in professional growth.

Standard 6: The teacher acts as a responsible professional in addressing the overall mission of the school district.

18. The teacher adheres to all the policies, procedures and regulations of the building and district.
19. The teacher assists in maintaining a safe, and orderly environment.
20. The teacher collaborates in the development and/or implementation of the district's vision, mission, and goals.

Professional Improvement Plan

The Professional Improvement Plan is used to assist teachers not meeting district expectations in one or more criteria. The administrator/supervisor can assign a Professional Improvement Plan at any time a deficiency is noted.

Teacher _____ Date ____/____/____ School _____ Teacher Status: Non-Tenured ☐ Tenured ☐

Criterion:

Performance Indicators:

Activities/ Steps to be Taken	Resources/ Persons Needed	Data to be Collected	Timelines/ Deadlines	Initial Appr.

_____ Date ____/____/____

Teacher's signature

Administrator's/Supervisor's signature

Plan completed _____ Plan revised _____ Plan continued _____

Date plan reviewed

_____ Date ____/____/____

Teacher's signature

Administrator's/Supervisor's signature

Signatures indicate that the above has been reviewed and discussed. Copies to teacher and administrator/supervisor.

Appendix D

**Option 1: Evaluation Report
(3 point rating scale)**

**Option 2: Evaluation Report
(4 point rating scale with scoring guide)**

Two Types of Evaluation Reports are included in this Appendix. Each form offers unique benefits and concerns. It is strongly recommended that each district review both versions carefully and determine which version offers the best fit for the district. Districts may also wish to modify, blend, or create new forms. Final review by legal counsel is suggested.

Option 1: Evaluation Report

(Three point rating scale)

The Evaluation Report is used to summarize the administrator's/supervisor's rating of performance for each criterion at the end of the teacher evaluation process. If the teacher is rated "Progressing Toward Meeting Expectations" or "Does Not Meet Expectations," a PIP and/or supportive documentation should be attached as appropriate.

Teacher _____ Administrator/Supervisor _____

Grade/Subject _____

School _____ Date ____/____/____

Classification: Tenured ☐ Non-Tenured ☐

The Teacher:

Criteria	Meets Expectations	Progressing Toward Meeting Expectations	Does Not Meet Expectations
1. The teacher causes students to acquire the knowledge and skills to gather, analyze, and apply information and ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The teacher causes students to acquire the knowledge and skills to communicate effectively within and beyond the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The teacher causes students to acquire the knowledge and skills to recognize and solve problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The teacher causes students to acquire the knowledge and skills to make decisions and act as responsible members of society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The teacher uses various ongoing assessments to monitor the effectiveness of instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The teacher provides continuous feedback to students and family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The teacher assists students in the development of self-assessment skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Meets Expectations	Progressing Toward Meeting Expectations	Does Not Meet Expectations
8.	The teacher aligns the assessments with the goals, objectives, and instructional strategies of the district curriculum guides.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	The teacher uses assessment techniques that are appropriate to the varied characteristics and developmental needs of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	The teacher demonstrates appropriate preparation for instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	The teacher chooses and implements appropriate methodology and varied instructional strategies that address the diversity of learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	The teacher creates a positive learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	The teacher effectively manages student behaviors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	The teacher communicates appropriately with students, parents, community, and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	The teacher engages in appropriate interpersonal relationships with students, parents, community, and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	The teacher successfully engages in professional development activities consistent with the goals of the building, district, and state.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	The teacher engages in professional growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	The teacher adheres to all the policies, procedures, and regulations of the building, and district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	The teacher assists in maintaining a safe and orderly environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	The teacher collaborates in the development and/or implementation of the district's vision, mission, and goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evaluation Report

Administrator's/Supervisor's Summary (commendable items may be included):

Recommendation for employment:

Renewal of employment

Yes ☐

No ☐

Teacher's comments:

* _____ Date ____/____/____
Signature of Teacher Signature of Administrator/Supervisor

* Note: My signature on this evaluation indicates that I have seen this document. It does not necessarily indicate that I agree with the evaluation. I understand that I have the right to respond in writing to the statements and/or evaluation within (district determines number) working days and that my comments will be attached to the evaluation form in my personnel file.

1 copy — Teacher

1 copy - Administrator/Supervisor

1 copy — Personnel File

Option 2: Evaluation Report (4 point rating scale with scoring guide)

Teacher _____ Administrator/Supervisor _____
 Grade/Subject _____ Date ____/____/____
 School _____

Criteria	Exceeds	Meets	Progressing	Does not Meet
1. The teacher causes students to acquire the knowledge and skills to gather, analyze, and apply information and ideas.	The teacher causes students to actively participate and engage in activities/learning that integrate the skills of gathering, analyzing, and applying information and ideas in authentic settings/context. The teacher acts as a facilitator in managing activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate the development of learning experiences that integrate process skills in an authentic fashion.	The teacher causes students to actively participate and engage in activities/learning to gather, analyze, and apply information and ideas in an authentic setting/context. The teacher organizes and manages activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate the development of learning experiences that are appropriate to the goal.	The teacher is inconsistent in causing students to engage in activities/learning to gather, analyze, and apply information and ideas in an authentic setting/context. The teacher organizes and manages activities/learning in a less than effective manner to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate an inconsistent development of learning experiences that are appropriate to the goal.	The teacher shows little or no evidence of causing students to actively participate and engage in activities/learning to gather, analyze and apply information and ideas in an authentic setting/context. The teacher shows little or no evidence of organizing and managing activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate little or no development of learning activities that are appropriate to the goal.
2. The teacher causes students to acquire the knowledge and skills to communicate effectively within and beyond the classroom.	The teacher causes students to actively participate and engage in activities/learning that integrate the skills of communicating effectively within and beyond the classroom in authentic settings/context. The teacher acts as a facilitator in managing activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate the development of learning experiences that integrate process skills in an authentic fashion.	The teacher causes students to actively participate and engage in activities/learning to communicate effectively within and beyond the classroom in an authentic setting/context. The teacher organizes and manages activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate the development of learning experiences that are appropriate to the goal.	The teacher is inconsistent in causing students to engage in activities/learning to communicate effectively within and beyond the classroom in an authentic setting/context. The teacher organizes and manages activities/learning in a less than effective manner to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate an inconsistent development of learning experiences that are appropriate to the goal.	The teacher shows little or no evidence of causing students to actively participate and engage in activities/learning communicate effectively within and beyond the classroom in an authentic setting/context. The teacher shows little or no evidence of organizing and managing activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate little or no development of learning activities that are appropriate to the goal.
3. The teacher causes students to acquire the knowledge and skills to recognize and solve problems.	The teacher causes students to actively participate and engage in activities/learning that integrate the skills of recognizing and solving problems in authentic settings/context. The teacher acts as a facilitator in managing activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate the development of learning experiences that integrate process skills in an authentic fashion.	The teacher causes students to actively participate and engage in activities/learning to recognize and solve problems in an authentic setting/context. The teacher organizes and manages activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate the development of learning experiences that are appropriate to the goal.	The teacher is inconsistent in causing students to engage in activities/learning to recognize and solve problems in an authentic setting/context. The teacher organizes and manages activities/learning in a less than effective manner to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate an inconsistent development of learning experiences that are appropriate to the goal.	The teacher shows little or no evidence of causing students to actively participate and engage in activities/learning to recognize and solve problems in an authentic setting/context. The teacher shows little or no evidence of organizing and managing activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate little or no development of learning activities that are appropriate to the goal.
4. The teacher causes students to acquire the knowledge and skills to make decisions and act as responsible members of society.	The teacher causes students to actively participate and engage in activities/learning that integrate the skills of making decisions and acting as a responsible member of society in authentic settings/context. The teacher acts as a facilitator in managing activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate the development of learning experiences that integrate process skills in an authentic fashion.	The teacher causes students to actively participate and engage in activities/learning to make decisions and act as a responsible member of society in an authentic setting/context. The teacher organizes and manages activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate the development of learning experiences that are appropriate to the goal.	The teacher is inconsistent in causing students to engage in activities/learning to make decisions and act as a responsible member of society in an authentic setting/context. The teacher organizes and manages activities/learning in a less than effective manner to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate an inconsistent development of learning experiences that are appropriate to the goal.	The teacher shows little or no evidence of causing students to actively participate and engage in activities/learning to make decisions and act as a responsible member of society in an authentic setting/context. The teacher shows little or no evidence of organizing and managing activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate little or no development of learning activities that are appropriate to the goal.

Criteria	Exceeds	Meets	Progressing	Does not Meet
5. The teacher uses various ongoing assessment to monitor the effectiveness of instruction.	The teacher uses and maintains various or multiple ongoing informal and formal (traditional and performance-based) assessments that are authentic to the goals, objectives and content of the instruction. The teacher maintains and uses data to reflect and move beyond grading to modify instructional practices and materials to enhance the learning of all students.	The teacher uses and maintains various or multiple ongoing informal and formal (traditional and performance-based) assessments. The teacher maintains and uses data from his/her assessment activities to modify instruction.	The teacher has an awareness of informal and formal (traditional and performance-based) assessments. The teacher shows some evidence of data collection, primarily for assignment of a grade but not for modification of instruction.	The teacher shows little or no evidence of the use of informal and formal (traditional and performance-based) assessments. Data collection is minimal and insufficient for a grade or modification of instruction.
6. The teacher provides continuous feedback to students and family.	The teacher provides frequent information to student and family, as appropriate, about the instructional program. Students participate in preparing materials for their families. The teacher frequently communicates with student and family on both negative and positive aspects of student progress, using instructional and behavioral artifacts, and is proactive in responding to parent concerns. The teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.	The teacher provides frequent information to student and family, as appropriate, about the instructional program. The teacher communicates with student and family about student progress, using instructional and behavioral artifacts, on a regular basis and is available as needed to respond to parent concerns. The teacher's efforts to engage families in the instructional program are frequent and ongoing.	The teacher participates in school's activities for student and family communication but offers little additional information. The teacher adheres to the school's required procedures for student and family communication. Responses to family concerns are minimal. The teacher's attempts to engage families in the instructional program are inconsistent.	The teacher provides little information about the instructional program to students and/or families. The teacher provides minimal response to parents' concerns about students. The teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate.
7. The teacher assists students in the development of self-assessment skills.	The teacher consistently incorporates opportunities and expectations for students to engage in self-reflection, self-assessment and metacognition as a means of evaluating and refining their own learning. Instructional artifacts (scoring guides, checklists, examples of student products, etc...) demonstrate clear/understandable and high expectations for all student performance or product. Instructional artifacts assist the student in setting and progressing toward goals.	The teacher consciously encourages and supports student self-assessment and metacognition as a means to enhancing the student's learning and achievement. Instructional artifacts (scoring guides, checklists, examples of student products, etc...) demonstrate clear/understandable and high expectations for student performance or product.	The teacher demonstrates inconsistent evidence for student self-assessment and reflection. Instructional artifacts are limited and inconsistent in demonstrating clear expectations for student performance or product.	The teacher shows little or no evidence for student self-assessment and reflection. Instructional artifacts show little or no evidence of defining expectations for student performance or product.
8. The teacher aligns the assessments with the goals, objectives, and instructional strategies of the district curriculum guides.	The teacher selects the assessments based on how efficient and effective the technique measures the district's curriculum guide proficiencies. The teacher customizes instruction based on analysis of individual student needs. Connection of instructional strategies to assessment is clearly evident and well planned.	The types of assessments used are aligned with the district's curriculum guide. The teacher selects instructional strategies and content based on group need. Connection of instructional strategies to assessment is evident and planned.	The types of assessments used may not be the best match with the district's curriculum guide. The teacher selects instructional strategies based on scope and sequence. Connection of instructional strategies to assessment is limited.	The types of assessments used often do not match with the district's curriculum guide. The teacher selects next content pieces based on textbook or informal sequence. Connection of instructional strategies to assessments is not evident.

Criteria	Exceeds	Meets	Progressing	Does not Meet
9. The teacher uses assessment techniques that are appropriate to the varied characteristics and developmental needs of the students.	The teacher collects a variety of student data prior to instruction. The teacher uses a variety of constructed response, performance tasks, or questioning strategies with frequent and specific feedback provided to students. The assessment plan provides a sufficient body of evidence about a student's growth that is valid, credible information from which generalizations about student growth can be made.	The teacher collects data on student learning prior to instruction. The teacher uses a variety of constructed response, performance tasks, or questioning strategies with appropriate feedback provided to the students. The assessment plan provides a sufficient body of evidence about students that is valid, credible information.	The teacher collects summative data and some informal data prior to instruction. The teacher uses limited types of assessments. The assessment plan provides a body of evidence that is not sufficient for all the decisions being made.	The teacher collects summative data or data that is too limited to make effective judgements. The teacher uses only post tests. The assessment plan provides a substantially limited body of evidence that is not sufficient for all the decisions being made.
10. The teacher demonstrates appropriate preparation for instruction.	The teacher understands not only the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society, but also demonstrates understanding of the most important elements/issues/strands of the discipline necessary for students to develop a deep understanding of the subject matter. The teacher chooses the most appropriate and robust examples, analogies, and experiences as opportunities for students to make meaning of the subject matter. Objectives of the lesson are clear and developed in an innovative, sequential, and logical fashion. The teacher utilizes district and community resources.	The teacher demonstrates a substantial command of relevant subject matter, its structures and tools of inquiry, and its applicable connections to other areas of the curriculum. Instructional artifacts demonstrate an understanding of common misunderstandings held by the learners. Lessons are designed with an understanding of the developmental level of the students and builds upon students' prior knowledge. Objectives of the lesson are clear and developed in a logical fashion. The teacher utilizes district resources.	The teacher demonstrates a basic knowledge of the discipline(s). The teacher's work, however, may demonstrate flaws or gaps in disciplinary understanding. Instructional and/or assessment artifacts tend to isolate and emphasize lower-level learning of the discipline; one cannot generalize from these that the teacher knows how to create coherent, personally meaningful learning opportunities for students. Lessons are designed that often set too high or low an expectation for the developmental level of the students. Objectives of the lesson are stated but limited in connection to instruction. The teacher demonstrates limited awareness of district resources.	The teacher demonstrates little or no evidence of a basic knowledge of the discipline(s). The teacher demonstrates flaws or gaps in disciplinary understanding. Instructional and/or assessment artifacts are limited and tend to isolate and emphasize lower-level learning of the discipline; one cannot generalize from these that the teacher knows how to create coherent, personally meaningful learning opportunities for students. Lessons are designed that set too high or low an expectation for the developmental level of the students. Objectives of the lesson are seldom stated and greatly limited in connection to instruction. The teacher is not aware of district resources.
11. The teacher chooses and implements appropriate methodology and varied instructional strategies that address the diversity of learners.	The teacher selects, uses, and evaluates a variety of instructional strategies, based on careful analysis of curriculum objectives, student needs and experiences. The teacher makes use of a rich mixture of basic and advanced content and skills to promote students' development in these areas. Reflections on instructional artifacts demonstrate the teacher's ability to match instructional strategies with content/or skills to be taught. Instructional groups are varied, as appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups.	The teacher uses and subsequently evaluates the impact of a variety of instructional strategies, materials, and technologies to meet individual student needs. Although artifacts demonstrate the use of a variety of strategies, reflections may not clearly establish the teacher's ability to match specific strategies with the content and/or skills to be taught. Instructional groups are varied, as appropriate to different instructional goals.	The teacher uses a limited set of instructional strategies to create lessons mostly at the recall/recognition level. The teacher reveals only limited evidence of the ability to engage each student in active learning; rather, instructional artifacts emphasize a frequently teacher-centered, whole-class approach to instruction. Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety.	The teacher shows little or no evidence of using even a limited set of instructional strategies and strategies used are at the recall/recognition level. The teacher shows no evidence of the ability to engage students in active learning; rather, instructional artifacts indicate a teacher-centered, whole-class approach to instruction. Instructional groups are seldom used.
12. The teacher creates a positive learning environment.	The teacher shows evidence that standards of conduct are clear to all students and appear to have been developed with student participation. The teacher demonstrates genuine caring and respect for individual students. Students demonstrate genuine caring for one another as individuals and students. Students take obvious pride in their work and initiate improvement of work.	The teacher shows evidence that standards of conduct are clear to all students. Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Student interactions are generally polite and respectful. Students accept teacher insistence on work of high quality and demonstrate pride in their work.	The teacher shows evidence that standards of conduct appear to have been established for most situations, and most students seem to understand them. Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies. Students do not demonstrate negative behaviors toward one another. Students minimally accept the responsibility to do good work.	The teacher shows no evidence to indicate that standards of conduct appear to have been established, or students are confused as to what the standards are. The teacher's interactions with at least some students are negative, demeaning, or sarcastic. Conflict, sarcasm, or put-downs characterize student interactions. Students demonstrate little or no pride in their work.

Criteria	Exceeds	Meets	Progressing	Does not Meet
13. The teacher effectively manages student behaviors.	The teacher's monitoring of students is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully. The teacher's response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate. The teacher follows appropriate discipline code and serves as a "significant adult" role model for students.	The teacher is alert to student behavior at all times. The teacher's response to behavior is appropriate and respects the student's dignity, or student behavior is generally appropriate. The teacher takes appropriate actions as needed, consistent with district and building rules and policies.	The teacher is generally aware of student behavior but may miss the activities of some students. The teacher's attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs. The teacher usually takes appropriate actions as needed, consistent with district and building rules and policies.	Student behavior is not monitored, and the teacher is unaware of what students are doing. The teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity. The teacher does not take or inconsistently takes required disciplinary action with students.
14. The teacher communicates appropriately with students, parents, community and staff.	The teacher is professionally appropriate and proactive when communicating with students, parents, community, and staff. The teacher frequently and successfully communicates with students, parents, community, and staff in order to support instructional school issues. The teacher models clear expectations for students, supports, and expects students to use effective verbal, nonverbal, and media communication tools and techniques as integral tools of learning.	The teacher is professionally appropriate when communicating with students, parents, community, and staff. The teacher frequently communicates with students, parents, community, and staff in order to support instructional school issues. The teacher models clear and articulate verbal, nonverbal, and media communication tools and techniques in all communication with the students, parents, community, and staff.	The teacher is occasionally professionally inappropriate when communicating with students, parents, community, and staff. The teacher adheres to the school's procedures for communicating with students, parents, community, and staff, and the teacher demonstrates effective verbal and written communication skills and presentation techniques. Use of media communication is limited.	The teacher is professionally inappropriate when communicating with students, parents, community, and staff. The teacher shows little evidence of communicating with students, parents, community, and staff in order to support instructional school issues. The teacher shows little evidence of effective verbal and written communication skills.
15. The teacher engages in appropriate interpersonal relationships with students, parents, community, and staff.	The teacher is professionally appropriate and proactive when interacting with students, parents, community, and staff. The teacher frequently and successfully interacts with students, parents, community, and staff in order to support instructional school issues and responds to concerns with great sensitivity and understands differences.	The teacher is professionally appropriate when interacting with students, parents, community, and staff. The teacher frequently interacts with students, parents, community, and staff in order to support instructional issues and is appropriately available to respond to concerns.	The teacher is occasionally professionally inappropriate when interacting with students, parents, community, and staff. The teacher adheres to the school's procedures for interacting with students, parents, community, and staff but often is unavailable to respond to concerns.	The teacher is professionally inappropriate when interacting with students, parents, community, and staff. The teacher shows little evidence of interacting with students, parents, community, and staff in order to support instructional school issues.
16. The teacher engages in professional development activities consistent with the goals and objectives of the building, district, and state.	The teacher seeks out multiple opportunities for professional development and assists the district in providing professional development that enhance content knowledge and pedagogical skills. Professional development is focused and aligned to district and building goals and objectives.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skills. Professional development is aligned to district and building goals and objectives.	The teacher participates in professional development activities to a limited extent when they are convenient. Professional development is often not congruent with district and building goals and objectives.	The teacher engages in no professional development activities to enhance knowledge or skill. The teacher does not attend professional development events offered by the district and provides no evidence of skill development outside of the school setting.

Criteria	Exceeds	Meets	Progressing	Does not Meet
17. The teacher engages in professional growth.	The teacher has a Professional Development Plan that defines and documents an innovative teaching behavior and makes strong connections between the new behavior and student achievement. The PDP is linked to building and district goals and specific criteria. The teacher initiates important activities to contribute to the profession, such as frequently sharing new ideas and serving as a mentor to others interested in new teaching behaviors.	The teacher has a Professional Development Plan that defines and documents a new behavior of professional practice and the impact of such practice on student learning. The PDP is clearly linked to building and district goals and specific criteria. The teacher participates actively in sharing knowledge with others.	The teacher has a Professional Development Plan that provides limited documentation of new behaviors of professional practice and the impact of such practice on student learning. The teacher finds limited ways to share knowledge with others.	The teacher does not have a Professional Development Plan that documents new behaviors of professional practice and the impact of such practice on student learning. The teacher makes no effort to share knowledge with others.
18. The teacher adheres to all the policies, procedures and regulations of the building and district.	The teacher serves as a resource to other teachers, either as individuals or in groups in imparting knowledge and direction of Board of Education policy, building and district procedures and regulations. The teacher is proactive in completing assigned duties. The teacher uses appropriate resources to solve professional conflicts. The teacher produces forms, reports, and plans that can be used as examples or models with other district employees.	The teacher demonstrates knowledge of Board of Education Policies, building and district procedures and regulations. The teacher is consistent in completing assigned duties in a prompt and accurate fashion. The teacher uses identified appropriate resources to solve professional conflict. The teacher completes forms, reports, and plans that meet district expectations.	The teacher accesses appropriate resources to gain direction of Board of Education policies, building and district procedures and regulations. The teacher is inconsistent in completing assigned duties in a prompt and accurate fashion. The teacher is aware of appropriate resources to access to solve professional conflicts. The teacher completes forms, reports, and plans that need minor modifications to meet district policy.	The teacher provides little evidence of awareness of Board of Education policies, building and district procedures and regulations. The teacher fails to complete assigned duties in a prompt and accurate manner. The teacher has little or no knowledge of the appropriate resources to access to solve professional conflicts. The teacher does not complete required forms, reports, and plans according to district policy.
19. The teacher assists in maintaining a safe and orderly environment within the school setting.	The teacher consistently provides supervision as directed by building administrators and voluntarily supervises students as needed to assist the safe operation of the building.	The teacher consistently provides supervision as directed by building administrator.	The teacher is inconsistent in providing supervision as directed by building administrator.	The teacher does not provide supervision as directed by building administrator.
20. The teacher collaborates in the development and/or implementation of the district's vision, mission, and goals.	The teacher's professional relationships with colleagues are supportive and cooperative. The teacher takes initiative in assuming leadership among the faculty. The teacher volunteers to participate in school events and building/district projects and committees and assumes a leadership role in at least some capacity.	The teacher's professional relationships with colleagues are supportive and cooperative. The teacher volunteers to participate in school events and building/district projects and committees, making a contribution.	The teacher maintains cordial professional relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in school events and building/district projects and committees only when specifically asked.	The teacher's professional relationship with colleagues are negative or self-serving. The teacher avoids becoming involved in school events and building/district projects and committees.

Administrator's/Supervisor's Summary (commendable items may be included):

Recommendation for employment:

Renewal of Employment Yes ☐ No ☐

Teacher's comments:

* _____ Date ____/____/____
Signature of Teacher Signature of Administrator/Supervisor

* Note: My signature on this evaluation indicates that I have seen this document. It does not necessarily indicate that I agree with the evaluation. I understand that I have the right to respond in writing to the statements and/or evaluation within (district determines number) working days and that my comments will be attached to the evaluation form in my personnel file.

1 copy — Teacher

1 copy - Administrator/Supervisor

1 copy — Personnel File

